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| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points to Notice** |
| **Lesson 1**  Pupil should:  AT1:  Know that God Chose Abraham as the founder of the Jewish faith.  AT2:  Reflect on Abraham’s relationship with God and our relationship with God.  *Success Criteria:*  I can identify some promises that have been important to me.  I can understand why God tested Abraham and how this story relates to trust/ faith. |  |  | **What Is a Promise / Covenant?**  *Opening Question:*  What do we already know about the Jewish faith?  *Introduction:*  From your learning in KS1, what can you tell me about the Jewish faith and traditions? (Synagogue, Torah, festivals, etc.)  Make a mind map to make a list of all that we can remember.  *Main Question:* What is a Promise/ Covenant?  Encourage children to come up with ideas and examples of when they have mad e promise or had one made to them.  *Introduction to Main Activity:*  Who was Abraham? (Founder of the Jewish faith.)  Show PowerPoint explaining how God promised Abraham that he would make him into a great nation and bless him (Genesis 12:1-3).  Story of Abraham and Isaac (Genesis 22:17). Abraham had to have faith and trust that God would follow through with his promise.  *Main Activity:*  In mixed ability groups, role play a scenario where a promise has been made and broken. Discuss how either party feels and how to resolve the situation.  *Plenary:*  Do you think God’s promise to Abraham came true? (Genesis 22:17).  Think about the Jewish faith today – Abraham was the original descendant through God’s promise to Abrahams! | **Religious Vocabulary:**  Judaism  Jew  Jewish  God  Descendants  Promise  Covenant  Sacrifice  Faith  Trust  Obedience  **Resources:**  Genesis 12:1-3  PowerPoint presentation.  **Sensitivities:**  Children who have trust issues and promises broken. |
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| **Lesson 2**  Pupil should:  AT1:  Know that the Jewish faith believes on One God. Understand the importance of the Shema.  AT2:  Understand how religious practices can influence everyday life.  *Success Criteria:*  I can describe the affirmation of the Jewish faith found in The Shema.  I can explain how The Shema underpins the relationship which the Jews have with God. |  |  | **What Is The Significance of The Shema?**  *Opening Question:* What is a charter?  Discuss agreements we have made, considering last lesson. Compare the difference between a contact and a promise, as discussed last lesson. Think about rules in school, agreements mad by parents to the school, wider rules, etc.  *Introduction:*  Explain the Mezuzah and Shema. The Shema is an affirmation of the Jewish faith, (like a charter.) It contains the declaration that there is one God. (Read Deut 6:4-9). See BBC Bitesize video clip – The Shema.  *Main Question:*  If I walked into your house, what would I see that would give me clues about you and your family?  *Introduction to Main Activity:*  Discuss the affirmation of the Jewish faith and how Jewish people came to believe on one God. Explain that the mezuzah contains very important declarations about who god is which underpins their faith for a Jewish person. Every child is taught these verses (from Deuteronomy 6:4-9) and mezuzah is kept above the doorposts of Jewish families as a kind of charter declaring their faith. Jews touch the mezuzah as they go in and out of the door to connect them with The Shema.  *Main Activity:*  Pupils create own affirmation of their faith or belief and make their own mezuzah to put it in – then display around classroom door.  What do you expect when you make an agreement? Is there trust involved? How can we help each other remember what we have agreed in the contract, e.g. writing a letter / contract, lighting a candle, etc. Have you got relationships where there is trust that doesn’t need an agreement or contract?  *Plenary and Reflection:*  Play some quiet reflective music and pupils read out their faith or belief affirmation. | **Religious Vocabulary:**  Judaism  Jew  Jewish  Charter  Promise  God  Affirmation  Agreement  Declaration  Shema  Mezuzah  Deuteronomy (5th book of the Torah)  Verse  **Resources:**  Deuteronomy 6:4-9  BBC Bitesize video clip – The Shema:  http://www.bbc.co.uk/education/clips/zqkq6sg  **Sensitivities:**  Pupils who have had promises made and then broken. |

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| **Lesson 3**  Pupil should:  AT1:  Know how God saved His people from the Egyptians. Understand the significance of Passover to Jewish people.  AT2:  Consider the importance of celebrating joys and remembering challenges in life and how these influence us.  *Success Criteria:*  I can identify why it might be important to Jews to remember the story of Passover and to celebrate it every year.  I can use religious words to describe some of the key features to Passover. |  |  | **What Is a Promise / Covenant?**  *Opening Question:*  Why is it important to keep traditions and festivals alive?  *Introduction:*  Ask pupils to recall Jewish festivals / special occasions they’ve learnt from before, (Shabbat, Sukkot, Hanukah, etc.) Explain that Passover (Pesach) is a significant festival celebrated around the time of the Christian celebration of Easter.  *Main Question:*  Why is the significance of the Passover meal to Jewish people?  Explain why Jewish people celebrate Passover.  *Introduction to Main Activity:*  Recount the story of Moses. (Exodus 6-12)  The People of god had been living in Egypt for many years.  (Joseph) Egyptians worried that they would take over – took them into slavery. Working, making bricks, building for the Egyptians;  God saw the plight of his people.  Plagues (Exodus 7-12);  Angel of death- “Passover;”  Red Sea – escape from Pharaoh.  AT2 – relationship Moses had with God: trust, fear.  *Main Activity:*  Sequence the story of the Passover through animation.  *Plenary and Reflection:*  How do you think God felt doing this to the Egyptians? (Thought bubbles.)  Why do you think it was important for God to rescue his people in this way?  Consider the difficult decisions you have to make. What influences you in making those decisions? | **Religious Vocabulary:**  Judaism  Jew  Jewish  Festival  Exodus (meaning leaving)  Moses  Plight  Plagues  Passover  Pesach  Trust  Relationship  Remember  Celebrate  **Resources:**  Bible- Exodus 6-12  Pre prepared writing frames for LA  **Sensitivities:**  Children who may be refugees or immigrants coming from difficult situations. |

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| **Lesson 4**  Pupil should:  AT1:  Know how the Seder meal teaches young Jews about their past.  AT1/2:  Be able to consider what the Seder meal teaches Jews about their relationship with God.  AT2:  Consider the importance of celebrating and remembering challenges in life.  *Success Criteria:*  I know the ingredients and the significance of the Seder plate.  I know the importance of looking back, remembering key events and celebrating them –  And looking forwards using experiences and what I learn to influence me |  |  | **What Is a Promise / Covenant?**  *Opening Question:*  What events do you remember and celebrate?  Encourage pupils to think about birthdays, Christmas, anniversaries and similar events that they acknowledge yearly.  *Introduction:*  Explain the importance of looking back and remembering, (it is important to remember events and celebrate them – e.g Easter.)  Do we remember difficult times as well?  How can this help us in our lives?  *Main Question:*  Jewish people have a very important event that they remember each year – can pupils think of what it could be? (Remind them of last week’s lesson, if needed!)  *Introduction to Main Activity:*  Recap the story of Moses from previous lesson which includes the relevance of the Seder plate. Show BBC Schools video clip.  *Main Whole Class Activity:*  Explain that Pesach, (the Passover,) is a reminder to the Jewish people that God rescued them from the hands of the Egyptians.  Prepare the Seder meal with the class.  Re-enact the Seder meal, explaining each aspect.  *Follow Up Activity:*  Photo from session for children to annotate and explain to tell the story of the class Seder meal.  *Reflection:*  Why is it important for Jews to celebrate the Passover and remember the story behind it each year?  By remembering and celebrating, how might that help them be stronger in their faith?  What joyful times can you remember from your life and how have those times helped make you the person that you are?  What challenging times can you remember from your life and | **Religious Vocabulary:**  Judaism  Jew  Jewish  Passover  Pesach  Moses  Egyptians  Israelites  Slaves  Seder  Matzah  Remember  Influence  **Resources:**  BBC Schools video clip:  http://www.bbc.co.uk/edication/clips/zx7tfg8  Significance of Seder Plate:  Lamb shank – sacrifices in the temple;  Parsley – used with salt water to represent the tears shed;  Horseradish – bitterness of slavery;  Haroset – apples, raisins, juice – signifies the mortar which bricks were made from;  Charred boiled egg – the hardness of Pharaoh’s heart;  Salt water – tears shed by the Israelites.  Matzah;  Blackcurrant juice (in the place of red wine!)  Plate to put food on.  **Sensitivities:**  Food allergies of pupils. |

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| **Lesson 5**  Pupil should:  AT1:  Know the roots and significance of The 10 Commandments to Jewish people.  AT2:  Apply this to their own rules for life by writing their own 10 commandments to live by.  *Success Criteria:*  I know why Moses is an important figure in Judaism.  I can identify why the 10 commandments help express a relationship with God.  I can consider how belonging to a religion guides a believer in the way they try to live their life.  I can show what inspires and influences me in the rules I try to live my life by. |  |  | **What Is a Promise / Covenant?**  *Opening Question:*  Do you think rules are important? Discuss briefly when we have rules and where we see them, e.g. school rules, household rules, laws, etc.  *Introduction:*  Use a picture of Moses up the mountain with tablets of stone. Ask the pupils to think about what picture means. Any questions they want to ask…”I wonder…”questions… put up on display so you can refer back to them…  Recap the Exodus from Egypt from last lesson. Explain that the Israelites were in exile, (give meaning,) and were wandering in the desert. God needed to give them guidelines for living. He took Moses up a mountain (Sinai) to give him His special rules for his people.  *Main Question:*  Why did God need to give his people The 10 Commandments? What did God say was the first commandment?  *Introduction to Main Activity:*  Ask the pupils if they know any of the 10 Commandments.  *Main Activity:*  Explain that each pair will be given a set of 10 commandments. They are to discuss and place them in order of importance that they think they are.  In pairs, read through the 10 commandments carefully, discuss meaning and importance to Jewish people. Put in order of importance in our opinion.  Give pupils key questions, e.g. How would we like people to treat us?  How should we treat others? What do we consider are important values for our class or school?  Re-write own 10 commandments / rules for living, explaining reasons for each.  *Plenary:*  Invite pupils to share their own rules, discuss and make a share final list of our own class ’10 commandments’ to display.  Why did God decide to have each individual commandment?  Why did God decide to have The 10 Commandments as a | **Religious Vocabulary:**  Exile  Moses  God  Commandments  Values  Guide  Influence  **Resources:**  Bible Exodus 20    **Sensitivities:**  Children who find rule-keeping problematic. |

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| **Lesson 6**  *(Assessment For Learning)*  Pupils should: AT1:  Understand why events in the life of Moses are important to Jews.  AT2:  Think about why promises are important and what they mean to us.  *Success Criteria:*  I can recognise how faith is important to Jewish people and informs the way they live their life.  I can identify similarities within other faiths and how they influence their believers. |    |  | **What Have I Learnt About What It Means To Be A Jew?**  *Opening Question:*  What are the promises and covenants that we have learnt this term? What does that tell us about what people, particularly Jews, believe about God? What does it tell us about what Christians believe about God?  *Assessment Activity:*  Make a leaflet / poster describing the key elements of the Jewish faith, including how it was founded through Abraham and the covenants that God gave to his people.  Children have a choice of genres- computer, leaflet, poster, booklet etc.  Don’t forget to use the vocabulary you have learnt! Relevant points to assess:  God’s promise to bless Abraham with descendants;  Abraham and Isaac, trust and promise;  Affirmation, The Shema;  The Exodus;  Passover;  The 10 Commandments;  The influence of all of this on a Jew living out their Jewish faith. | *Assessment activity*  **Resources:** Computers, Paper for leaflets. |

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